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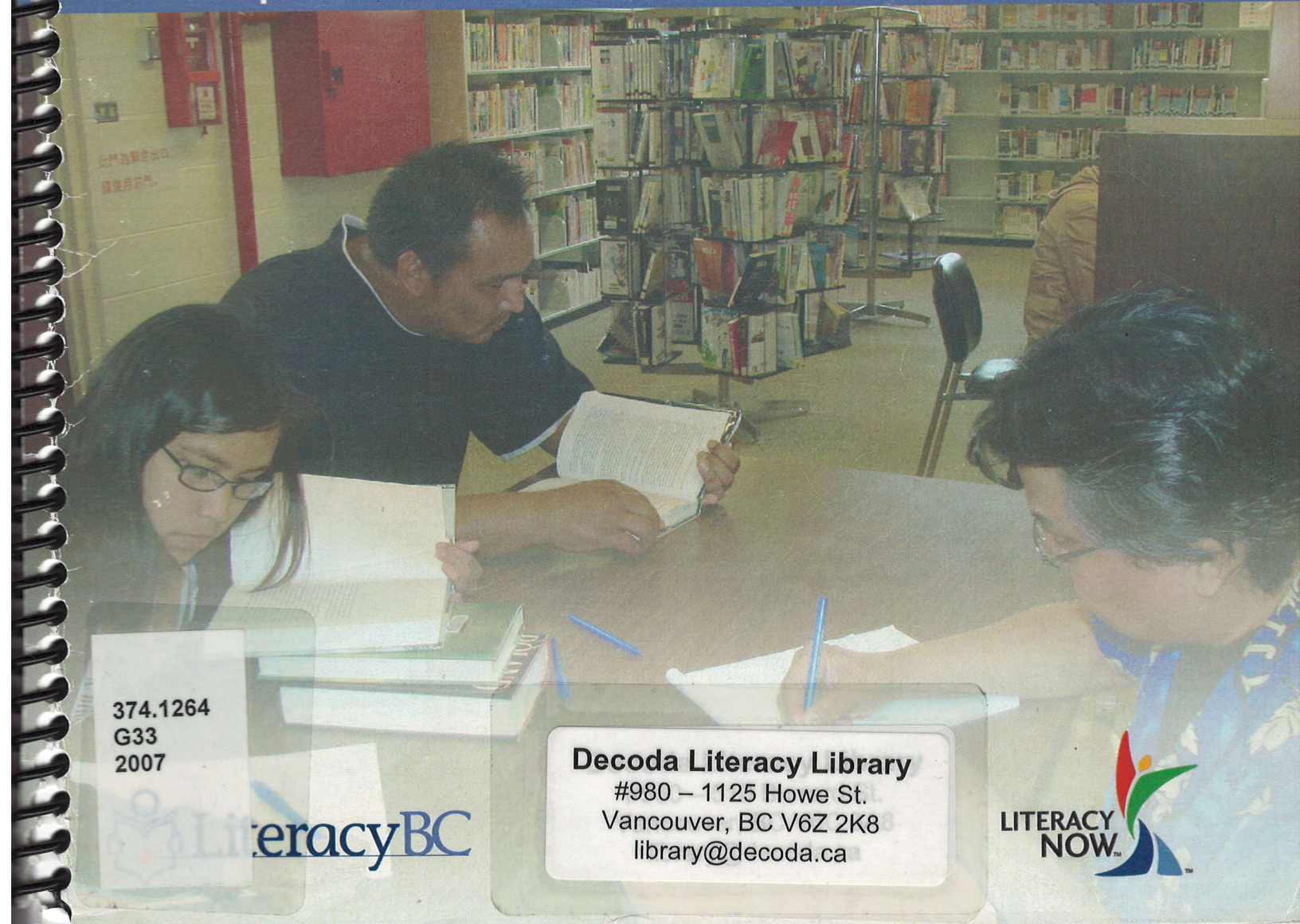
Monitoring and Assessment in Community-Based Adult Literacy Programs in British Columbia

Phase I: Definition and Selection of Benchmarks

A Report to the British Columbia Ministry of Advanced Education



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Phase I:
Definition and Selection of Benchmarks

A Report to the British Columbia Ministry of Advanced Education

LiteracyBC

LITERACY NOW

This report was commissioned and funded by the BC Ministry of Advanced Education.

Submitted to the BC Ministry of Advanced Education by Literacy BC and Literacy Now, August 2007

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Designed by Clarisa Niks

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Introduction

This project recommends a province-wide system for monitoring and assessing the progress of adults in community-based literacy programs. This is Phase I of a three-phased initiative for the British Columbia Ministry of Advanced Education. Phase I proposes a set of benchmarks and an approach to monitoring and assessment that is consistent with the values and philosophy of community-based adult literacy programming. Phase II will involve field-testing the proposed benchmarks and reporting system. Phase III, envisioned for late 2008, will involve full implementation.

Background

In 2003 the Government of British Columbia committed to making British Columbia "the most literate jurisdiction in North America" by 2010.

To achieve this goal, the province launched its Read Now strategy in January 2007. The strategy includes new investments in the Community Adult Literacy Program (CALP) which aims "to increase the literacy and numeracy levels of adult learners" through the provision of community-based adult literacy education.

Community-based literacy programs have a long history in British Columbia, but they lag behind other sectors in performance assessment, monitoring and reporting. To begin with, there are no common learning benchmarks or measurement standards for community-based literacy programs in British Columbia. This project was commissioned to help fill that gap.

In mandating this work, the province identified three priorities for a monitoring and assessment system for CALP programs:

- to document the number of learners who participate,
- to document the number of instructional or contact hours the learners receive, and
- to measure and document levels of skill in reading, writing and math gained through participation.

Current program reporting requirements provide information on the first two priorities. This project was designed to develop a system of benchmarks for measuring outcomes to meet the third objective.

We were encouraged to develop a monitoring and assessment system that could also help to identify barriers to learning for CALP learners. These barriers could then be addressed through the public policies and programs of the many ministries that are involved in the delivery of educational programs and services for adult learners. Information about the barriers learners experience can also inform the development of a coordinated inter-ministerial approach that addresses the full range of learners' needs.

We were also asked to identify tools that could be used to assess progress on the benchmarks. From the outset, there was agreement that mandatory testing, one of the standard tools used for measuring the progress of learners, is not appropriate in the community literacy sector and that other tools would be needed.

As this project began, work was also getting underway in two other education sectors to develop benchmarks for their own adult literacy programs. It was agreed that the three delivery sectors – schools, community colleges, and community-based programs – should develop monitoring and assessment systems to suit their specific needs and mandates. Regular meetings have kept the three sectors informed of each other's thinking. A later piece of work will look at how the sectors can be woven together.

Information about the barriers learners experience can also inform the development of a coordinated inter-ministerial approach that addresses the full range of learners' needs.

Our approach

The project was directed by co-chairs Cynthia Whitaker, Executive Director of Literacy BC, and Leona Gadsby, Director of Community and Adult Literacy, Literacy Now.

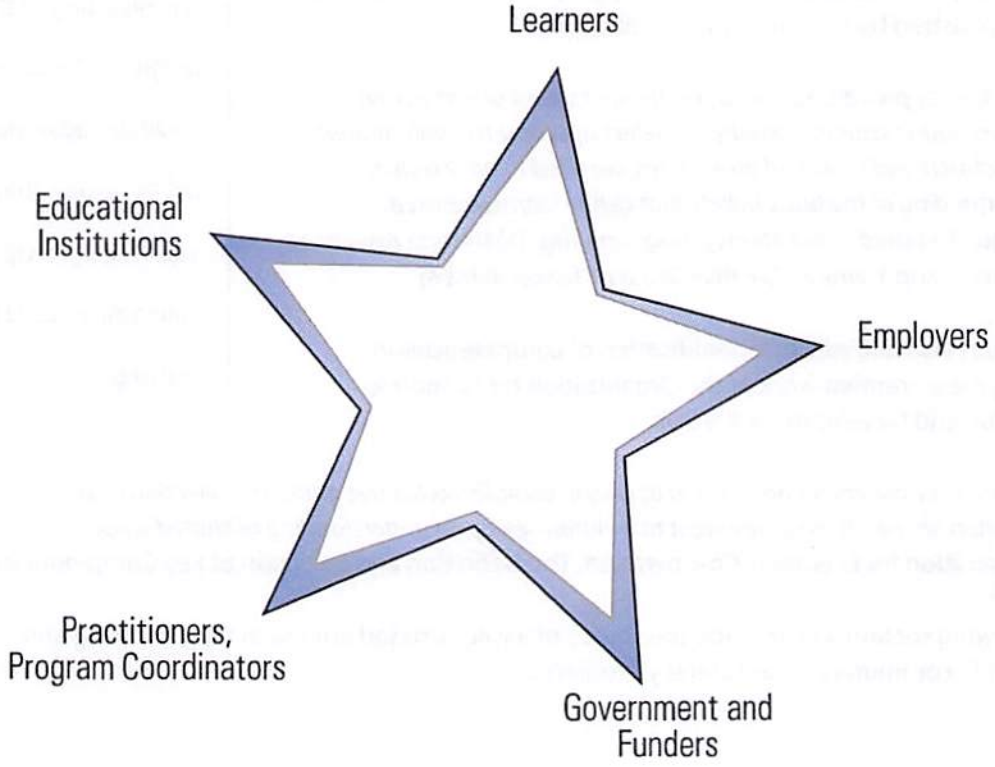
The co-chairs commissioned a small advisory committee of adult literacy professionals that includes several long-time practitioners in the community-based sector, a Regional Literacy Coordinator, a researcher, and a member of the provincial Fundamental Articulation Working Committee. (See Appendix A for a full list of the advisory committee members.) Dr. Pat Campbell of the University of Alberta, an expert in literacy assessment, was a member of the advisory committee and was also contracted to do work on the committee's behalf. The advisory committee met twice, for two days in March 2007 and one and a half days in May 2007.

The committee made two key observations about the mandate. First, learner progress is a product of program support, services and practices and only one measure of program success. A thorough system would monitor the range of activities in community literacy programs, for example, the development of partnerships, the delivery of training and support for tutors, public awareness activities, and teaching practices, among others. Secondly, becoming an active and engaged participant in the learning process is a critically important step for many learners and one that needs to be included within the benchmarks.

We began our search for appropriate benchmarks by studying the work and experiences of several other jurisdictions. In Canada, we focused particularly on work done in the provinces of Saskatchewan, Manitoba and Ontario. As well, we benefited from the work of several academics and experts in the field of education evaluation and performance measurement. In particular, we benefited from the research and counsel of Dr. Pat Campbell.

With access to this wealth of experience and knowledge, we made an early decision that we could learn – and borrow – from the best that exists and that it was not necessary to invent an entirely new system for British Columbia. As the benchmarks are refined through field-testing and implementation in communities, we have no doubt that a "made in BC" matrix will emerge.

Next, we identified assumptions and interests underlying the monitoring and assessment system we were tasked to develop. We envisioned a system that would engage and, indeed, inspire all stakeholders. We assumed that monitoring and assessment would be effective only if each of the stakeholders finds value in it. We used the visual of a star to identify learners, practitioners and program coordinators, government and funders, and other educational systems and employers as the primary stakeholders.



- Learners have an interest in monitoring and assessing their learning and should be full participants in the assessment process.

- Practitioners and programs have an interest in a system that facilitates teaching and learning and informs instruction and program development.

- Government has an interest in seeing the literacy of citizens increase and requires reliable ways to measure changes in literacy rates.

- Funders want to know how best to allocate resources and whether programs are achieving the desired results.

- Other educational systems and employers have an interest in reliable and credible information about learners' competencies and ability to learn.

From the outset, the committee was clear. No approach to assessing and reporting on the progress of adult learners could be successful if it did not evolve from the values and principles of community-based adult learning. We found ample support for this position in the literature and in the experiences and approaches of other governments. The critical importance of developing the appropriate benchmarks and tools is emphasized by our colleagues in Manitoba:

> *Good literacy provision depends on the alignment of instruction and evaluation with philosophy. To select appropriate evaluational and instructional tools and procedures, we need to have a clear* ***understanding of the basic beliefs that define learner-centred,*** *community-based, adult literacy programming.* (Manitoba Advanced Education and Training, Creative Student Assessment 4)

From the outset, the committee was clear. No approach to assessing and reporting on the progress of adult learners could be successful if it did not evolve from the values and principles of community-based adult learning.

Shared values also underlie the identification of competencies in the literacy measurement work of the Organization for Economic Co-operation and Development (OECD):

> *Insofar as competencies are needed to help accomplish collective goals, the selection of key competencies needs to some extent to be informed by an understanding of shared values.* (Organisation for Economic Co-operation, The Definition and Selection of Key Competencies 7)

In the following section, we describe the source of a values-based approach to monitoring and assessment in community-based literacy programs.

A Values-Based Approach

At the root of a values-based approach is the philosophy that underpins community-based adult literacy programming. Underlying that philosophy are basic questions:

1. What does literacy mean? How do you know that someone is literate?

2. Who is the literacy learner? What are their characteristics as learners?

3. What distinguishes "community-based" programs from other kinds of programs?

The answers to these questions guide the design of a meaningful and sustainable approach to monitoring and assessing learner progress.

What does literacy mean? How do you know that a person is literate?

The concept of literacy is constantly evolving and definitions of literacy have changed over time from a school-based view of literacy as a discrete set of skills for reading and writing, to a functional view of literacy as the ability to accomplish tasks and participate in the world around us.

How literacy is defined influences the type of monitoring and assessment system that is created. If literacy is defined as a discrete set of non-contextualized skills, then it can be measured by performance on standardized tests for reading, writing and math. If we take a more complex and dynamic view of literacy – as enabling participation in social, economic, family, and community life – then how adults are able to use what they learn is the important measure.

If we take a more complex and dynamic view of literacy – as enabling participation in social, economic, family, and community life – then how adults are able to use what they learn is the important measure.

The definition of literacy used by the Ministry of Advanced Education, and the definition we adopted that underpins our choice of domains and benchmarks, is the one proposed by the International Adult Literacy Survey: *"The ability to understand and use printed information in daily activities at home, at work and in the community – to achieve one's goals, and to develop one's knowledge and potential."* (Jones 14).

This definition emphasizes the importance of the uses and applications of knowledge in the context of real life purposes and roles in the family, the workplace, the community, and society at large. A monitoring and **assessment system based on this definition needs to indicate progress** about a wide range of skills or competencies within a variety of life situations.

What are the characteristics of the adult literacy learner?

What are learners' goals? What are their daily activities? What are their learning needs in order to participate in society? These questions led us to consider what learners value and to design a monitoring and assessment system of measurement that is congruent with their reasons for attending literacy programs – a learner-centred approach.

Adults with low literacy are among the most marginalized and vulnerable in the population. They face multiple barriers to participation in literacy education as a result of poverty, social exclusion or isolation, health and disability issues, experiences of trauma and abuse, and a host of other factors (ABC CANADA, Quigley, Long and Middleton). Indeed, there is a significant and longstanding gap between the numbers of people research tells us need literacy upgrading and those who actually participate in literacy programs. Only an estimated five to ten percent of persons with low skills ever enroll (ABC CANADA). Among those who do participate, persistence is an ongoing issue. Literacy learners typically move in and out of programs in accordance with their life circumstances and adult literacy programs typically experience low retention rates.

Adults are more likely to attend and remain in a program that is relevant to them and meets their learning requirements. Those who attend community-based literacy programs often have very specific life-related goals, for example, getting a driver's license, reading a recipe, learning to use a computer (Smythe). They may identify a need to finish high school and/or get some type of post-secondary certification, but they are usually a considerable distance from this goal. More immediate and pressing learning requirements take priority and tend to direct the learning activities of the individual. Emotional safety, fears about failure and being judged, and getting along with others are issues that often need to be addressed as part of the learning program.

These considerations about the individual learner led us to a system of benchmarks that are valued by and relevant to learners, as well as to practitioners and society at large, and that can be applied to multiple areas of life. The benchmarks do not assume a standardized curriculum but guide the way to learning based on learners' individual needs and interests.

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What distinguishes community-based programs from other kinds of literacy programs?

A monitoring and assessment system needs to fit with program delivery methodologies and philosophy, environments, and capacity. If the fit is not there, the system will be of little value to the

practitioner and is not likely to be used effectively.

Adults who participate in literacy education often choose a community-based program as a deliberate alternative to more formal educational settings because of past negative school experiences. Research by Quigley demonstrates that "de-schooling" the image of adult literacy reaches adults who are eager to learn but resist schooling. Whether they are operated by schools, colleges or non-profit groups, community-based literacy programs present such a de-schooled image. Designed to offer safe and welcoming learning environments, they take place in a variety of settings including storefronts, community centres, libraries, urban parks, and other places where people gather in their community. There is no standard or common curriculum. Teaching and learning are centered on the learner's own goals and context and learning materials are drawn from a wide variety of sources, including the reality of people's lives and the issues and concerns that matter to them. A hallmark of community literacy is an integrated, asset-based approach to learning that builds on people's knowledge, interests and social context rather than focusing on the skills they lack (Smythe). Sensitive to local realities and learner diversity, community literacy recognizes that there is no one type of learner and no single motive for participation.

The sector's heavy reliance on volunteers and its lack of formal infrastructure also have implications for the type of monitoring and assessment system that should be used in community-based programs. For example, in most programs the face of the volunteer tutor is the face the learner most often sees. In many programs learners and tutors work together one-on-one with minimal supervision. Some programs also offer small group instruction. The number of instructional or contact hours is typically once a week for two hours.

Tutors receive training from the program but they have little or no access to other forms of training or professional development. Paid program coordinators and instructors also have minimal access to professional development. They typically work part-time and, unless they are attached to a college or school, are generally low-paid, receive poor benefits, and have little or no job security.

If the capacity of community-based literacy programs to deliver services is an issue, then their capacity to be accountable is also an issue (Merrifield). Community-based literacy programs normally have small budgets but multiple funding sources and accountability requirements. There is little capacity for centralized record keeping and limited overall capacity to collect, interpret and use data to monitor learner progress and improve practice. Added to this is the tendency for participants to leave programs without any notice. Unless assessment has been ongoing, it can be difficult to determine the participant's progress at exit.

"I have one hour a week for eight weeks with a group of ESL learners – how much Japanese would you learn in that amount of time? I only get eight hours with this group; don't make me lose one to assessment."

Campbell found that time was one of the most critical capacity issues in assessment in adult basic education. Even if practitioners and tutors have opportunities to engage in professional development,

it is only effective if they have the time to practice, dialogue, and reflect upon their new knowledge. And assessment itself takes time. One practitioner describes the problem: *"I have one hour a week for eight weeks with a group of ESL learners – how much Japanese would you learn in that amount of time? I only get eight hours with this group; don't make me lose one to assessment."*

A monitoring and assessment system must align with the capacity and delivery mechanisms of the community-based literacy system. It must be simple and transparent to administer, to understand, and to use. It must take into account the environment and relevant inputs such as staffing, use of volunteers, and funding resources.

Even a simple and transparent system takes time, however. Further investments must be made in community-based literacy programs so that program coordinators/ practitioners/facilitators can spend more time with learners or tutor/learner pairs to conduct more thorough intake assessments, interpret learner progress, and gather and collate information. Initial and ongoing investments in the training and professional development of the people who implement and use the system need to be made. These investments in the capacity of community literacy programs speak to the issue of mutual or reciprocal accountability between programs and funders.

A values-based monitoring and assessment system for community-based literacy programs

The values-based approach yields clarity on the goal, context, and methods of community-based adult literacy programming:

- The goal of community-based literacy is to increase learners' ability to understand and apply skills and knowledge in the context of participation in family, work, and community life;
- Community-based learners are often multi-barriered and need to be supported to reach their goals in their own way and at their own speed in a safe environment;
- Community-based learning implies an asset-based approach that builds on learners' existing strengths and knowledge and encourages and emphasizes success and achievement, not failure or deficits;
- Limited capacity in the community-based sector requires simplicity, ease of use, realistic expectations, and investments in training/programming.

These characteristics demand an approach that is collaborative, encourages participation and interaction, engages learners in the assessment process, and collects information over time. The information collected needs to be useful and its value needs to be understood and appreciated so that it can be used to improve teaching and learning.

With the principles of a values-based approach in mind, the advisory committee turned its attention to the specifics of a monitoring and assessment system. As mentioned previously, we did not invent an entirely new system for BC but decided to borrow from some of the exemplary work that already exists. We also identified the need to facilitate future alignment with colleges and schools, Essential Skills and the International Adult Literacy and Skills Survey (IALSS). In light of these considerations, we decided to use competencies as the basis of our system of benchmarks. Competencies include skills, as well as knowledge, attitudes and values. (Organization for Economic Co-operation, Definition and Selection of Key Competencies, Executive Summary 4).

In the next section, we describe a set of domains and benchmarks developed for this project – one that outlines key competencies based on the cognitive process model.

Domains and Benchmarks

Using a competency-based approach and the cognitive process model – and building on work by Dr. Pat Campbell[1] – we developed a set of domains and benchmarks, found in Appendices B and C. As the project continues and benefits from the insights and experience of more people, these domains and benchmarks will be modified based on their feedback. We also anticipate making future revisions in order to align our domains and benchmarks within the anticipated provincial framework (see "Need for integration/articulation to other sectors," p. 17).

Key competencies involve a mobilization of cognitive and practical skills, creative abilities and other psychosocial resources such as attitudes, motivation and values. These competencies have value for a variety of stakeholder groups and are particularly important in terms of their capacity to support learning throughout life.

> *At the centre of the framework of key competencies is the ability of individuals to think for themselves as an expression of moral and intellectual maturity and to take responsibility for their learning and for their actions.* (Organization for Economic Co-operation and Development, Definition and Selection of Key Competencies, Executive Summary 8)

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The cognitive process model was introduced at the turn of the previous century (Huey) and has been widely accepted among academics and practitioners for the past 30 years. Cognitive processes underlie the learning of essential competencies. These processes are required to read, write, listen, speak and use math. They are the operations – attending, reasoning and monitoring, for example – within the brain system that underlie each essential competency. The cognitive process model emphasizes the development of the person. Cognitive processes are usually inter-related.

Domains are categories of learning that can be measured. We decided on six domains to identify the learning and progress of adults attending community literacy programs:

1. Reading
2. Writing
3. Oral Communication

1- The domains and benchmarks we have developed are based on work by Dr. Pat Campbell who completed an Essential Competencies Framework for the Alberta Government nine years ago. Dr. Campbell's work was grounded in theory and based on the results of a study with 344 ABE students across Canada. The research showed that students used cognitive processes across all levels. With her permission, we have modified Dr. Campbell's work for our purposes.

4. Math
5. Participation (may be changed to Intra and/or Interpersonal Skills)
6. Information Technology

Benchmarks are leveled indicators used to measure progress toward competency. They should provide a sense of progression. Benchmarks need to be quantifiable, even if they are qualitative. They have been or are being developed for each of the domains.

The matrices we have developed indicate the domain, the cognitive process and, underneath, the benchmarked key competencies we would expect to see as the cognitive process develops. We decided to use four levels because the focus of community literacy in grade level terms is from grades one to nine. We also felt it important to break down progress at the beginning levels. The first three levels encompass learning up to the end of approximately IALSS level one and the whole set of matrices takes learners to approximately the end of IALSS level two, as we currently understand the IALLS relationship to grade levels.

The domains that are most developed at the time of this report are reading, writing, math, and oral communication. More work remains to be done to complete the participation and information technology domains.

Reading:

The reading matrix is based on the interactive model of reading in which meaning results from the interaction between the reader and the text. The interactive model has provided the major theoretical orientation to reading since the 1970s.

Writing:

In cognitive process theory, writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing (Flower and Hayes 365-387). This is a departure from the stage model of writing (pre-writing, writing, revising, editing) which emphasizes the growth of the written product, rather than the writer.

Math:

The math matrix is based on the mathematical reform initiative undertaken by the National Council of Teachers of Mathematics and adopted by the developers of the Western Canada Protocol/Alberta Program of studies in 1996[2]. It outlines key themes in mathematics (statistics and probability, shape and space, patterns and relations, numbers) and the competencies associated with each of these. Many educators view mathematics as part of the suite of communication domains, contending that mathematics means communicating with numbers and using mathematics to communicate with society. The Adult Numeracy Network (formerly Adult Numeracy Practitioners Network, http://www.

2- For further information view online: National Council of Teachers of Mathematics, http://www.nctm.org/; Western Canadian Protocol/Alberta Program of Studies, http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED400180&ERICExtSearch_SearchType_0=eric_accno&accno=ED400180

literacynet.org/ann/ann.html) has researched the content themes and processes outlined by the National Council of Teachers of Mathematics and the Massachusetts ABE Math Standards, to develop a framework for developing standards for adult numeracy. The Network observed that:

> *Math is language. Mathematical communication is an overarching process which includes understanding, expressing, and conveying ideas mathematically in order to reflect on and clarify one's thinking, to make convincing arguments, and to reach decisions. Effective workers must be able to interpret and communicate information and communicate ideas to justify positions. In the workplace, much of this information and many of these ideas are mathematical.* (Marcus)

Oral communication:

The oral communication domain has changed considerably from Dr. Campbell's original – essential competencies specifically for ESL learners have been removed because the Canadian Language Benchmark system will likely be used for those learners. We anticipate that this domain can contain some of the key competencies employed in the OECD frameworks.

Participation:

The categories identified are group participation, goal setting, strategies for successful learning, and problem solving. These categories encompass the Essential Skills of engagement, thinking skills, learning skills, problem solving and decision making. Benchmarks for these categories have begun to be identified, but require more work. We are also still considering the name of this domain – intra or interpersonal skills might be more appropriate in the end.

The participation domain encompasses two of the three broad categories of key competencies identified by the DeSeCo Project – these two categories are 'interact in heterogeneous groups' and 'act autonomously (Organization for Economic Co-operation, Definition and Selection of Key Competencies, Executive Summary 4). They include competencies such as the ability to relate well with others, the ability to cooperate and the ability to form and conduct life plans and personal projects. This domain is critical according to both the IALSS and the DeSeCo researchers. It will take more time to thoughtfully identify further key benchmarks that can easily be used in community-based programs. We anticipate that the field-testing phase and further research will inform that work.

Information technology:

The information technology domain does not have any benchmarks yet, and requires more research into current frameworks and thinking about key competencies. There are currently two or three benchmarks in reading and writing that could be moved to the IT domain.

The Matrices:

Care has been taken not to make the matrices too complex nor the list of benchmarks too long. Practitioners will provide instruction in many skills leading up to each benchmark. Learning plans or curriculum can be designed to suit the goals of individual learners as they progress through each level.

The matrices have been laid out in two formats:

- By domain and cognitive process (Appendix B): Every level for each cognitive process within a particular domain is listed on one page.

- By level (Appendix C): The six domains at each level are listed side by side on one page.

We anticipate that the benchmarks can quite easily be translated into checklists, which will make it easier for practitioners to identify learner progress. This work will be done in Phase II of the project.

For each domain, a set of examples is provided that illustrate how the essential competencies within each level can be performed in occupational, personal, community and academic settings. In the reading domain, the difficulty of text anticipated at each level is described.

Tools

Benchmarks can be standardized but the tools for assessing progress along the benchmarks can and should be varied (Campbell). Different tools are appropriate in different settings and situations and we anticipate that a variety of tools will be used in the monitoring and assessment process.

The two people closest to the tool are the practitioner and the learner. In the context of a values-based approach, it is critically important that the tool be understood and valued by these two people in particular. It is also important that, whatever tools are used, the learner is included as an active participant in the process and the process is used to inform teaching and learning. The most effective tools are participatory and empowering, encouraging interaction. They support the relationship between the learner and practitioner and the roles of each within that relationship.

There are some common characteristics of tools that meet professional standards for reliable data. Key among these are:

- Reliability and credibility
- Unobtrusiveness
- Collects quantitative and qualitative information
- Grounded in authentic tasks
- Collects information about a broad range of performances and behaviours and over a length of time
- Capable of evaluating progress on specific learning goals

A good tool can also evaluate the effectiveness of specific teaching strategies and help practitioners set new instructional objectives. From the learner's perspective, a good tool can assist in setting new learning goals.

The two people closest to the tool are the practitioner and the learner. In the context of a values-based approach, it is critically important that the tool be understood and valued by these two people in particular.

Interviews, checklists, observations, records of predictions made, journals, and portfolio-based approaches are among the tools that could potentially be used and meet the criteria for effective evaluation. (See, among others, the Manitoba Creative Student Assessment Guide for similar observations.) Two of the tools developed by the *From the Ground Up*[3] project that assess learner progress also have excellent potential to be used as tools in a variety of community literacy programs. (See Appendix D for a description of these tools.)

The value of simplicity and time efficiency led us to consider developing a checklist based on the benchmarks. The checklist would provide a relatively simple tool that could be used in collaboration

3- From the Ground Up is a project of RiPAL BC, in partnership with Literacy BC. It is funded by the Adult Learning, Literacy, and Essential Skills Program of the National Office of Literacy and Learning, and the BC Ministry of Advanced Education. Through the project, practitioners from five community literacy programs across the province have produced five unique sets of tools to measure a range of outcomes in community-based literacy work. These tools are available online as of fall 2007 at http://ripal.literacy.bc.ca/fromthegroundup/

with the learner.

Practitioners and volunteers will require assistance in identifying appropriate tools and training in how to use them. It will be important to research and identify helpful tools and to include training and support in their use as part of the overall assessment training for practitioners.

Resources for Implementation

A cohesive system of gathering, analyzing, and reporting information is required for a monitoring and assessment system to be effective. Initial and ongoing investments will need to be made in professional development and training, research, and integration to other systems.

Professional development

The importance of professional development within a monitoring and assessment system cannot be overemphasized. Campbell notes that the degree to which assessment can inform instruction depends on the qualifications and experience of the assessor and his/her ability to interpret assessments. She identifies a need not only for one-time professional development events such as workshops and in-services but also for access to ongoing training and support through methods such as mentoring and online discussions. The time to discuss, reflect on, and practice new processes and tools is also a critical element.

Our proposed approach is to develop a network of expertise and support that will meet the need for initial in-depth training and for ongoing support. Using a "train the trainer" philosophy, we recommend an approach that builds on the existing capacity at Literacy BC for providing training and professional development to community literacy practitioners, and the current infrastructure of regional literacy coordination for providing leadership in delivery at the local level. Regional Literacy Coordinators will assume overall responsibility for monitoring and assessment of community-based literacy programs within their regions. They will require training in understanding the goals, processes and tools of the system. They will need to be involved in developing and implementing appropriate training strategies for program coordinators and volunteer tutors in their regions. They will need to develop the knowledge and skills to act as resources for the system and as vital points of contact on a feedback loop of information between the provincial and local levels.

At the local level, program coordinators, instructors and volunteer tutors will actually implement the system. Program coordinators will need to train and support their instructors and volunteers to analyze learner goals in terms of the benchmarks; develop learning plans or curriculum that reach towards the benchmarks; recognize progress on the benchmarks; and keep records of the learner's progress (along with other records such as attendance, hours, etc). Program coordinators will also need to organize the reporting system among their instructors and tutors and prepare the rollup of information for the funder.

The importance of professional development within a monitoring and assessment system cannot be overemphasized.

Literacy BC will have overall responsibility for designing and delivering ongoing professional development through training programs designed specifically for Regional Literacy Coordinators, CALP program coordinators, and community literacy practitioners. To initiate the new system, Literacy BC

will organize and deliver a four day professional development workshop with the Regional Literacy Coordinators in the fall of 2007. In collaboration with the Regional Literacy Coordinators, Literacy BC will also deliver two and a half days of training for community literacy program coordinators. Volunteer tutors will be trained locally by the program coordinators and the Regional Literacy Coordinators.

Research and continuous improvement

Research entails an openness to new ideas and enables continuous improvement. It is required for both short and long-term purposes. Both research in practice and more traditional academic approaches will be beneficial.

Research can support the long-term evolution of the system. A few years hence we will want to know the answers to questions such as: How has monitoring and assessment assisted learners in achieving their goals and increasing their literacy skills? How has it improved the quality of community-based literacy programming? Identifying data that best supports the improvement of practice; assessing the usefulness of data collection and reporting and investigating new processes and tools; tracking important measures that are too difficult to track by all programs on a regular basis; assessing community needs and investigating changes in participation rates at the local level are only a few of the research possibilities that would increase our understanding and knowledge in important ways.

Need for integration/articulation to other sectors

The province has established a committee to undertake the work of creating an integrated system for reporting on the progress of adult literacy learners in schools, colleges, and community programs. At a minimum, such a system would enable information about learner progress to be collected across the province, creating a comprehensive picture of adult literacy and how it is being addressed. In its more robust form, such a system could also support a portfolio approach to learning that would enable learners to have their achievements in one sector recognized in another, ultimately leading to certification.

An integrated system does not require a single approach to monitoring and reporting. However, integration does require a conceptual framework that defines the philosophy by which each system finds its way to monitoring and assessment. The framework also defines the ways in which the individual delivery systems, working together, constitute a global system for addressing adult literacy.

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individual delivery systems, working together, constitute a global system for addressing adult literacy. Such a framework contains common language, outcomes and key competencies but can encompass differences in domains, benchmarks and tools. It will require some time and careful thought to develop a framework, but there are already some good examples upon which to build, including the frameworks underlying the IALSS and Essential Skills, the DeSeCo project and, in the United States, Equipped for the Future.

At present, integration focuses on three sectors. We believe it is critical to bring workplace-based programs to the table. The task-based focus of Essential Skills, developed for workplace-based literacy, has particular relevance to community-based programs where many learners have very task-oriented learning goals (e.g., how to get a driver's license, how to care for a sick relative at home).

Proposed Implementation Process

Although the primary focus in this phase of our work was on identifying appropriate benchmarks for measuring the progress of learners, we were never far from thinking about how such a system could be implemented in our current highly decentralized, volunteer-dependent, community-based system. To that end, we have developed two implementation scenarios that are described and assessed below. Our sense is that the first scenario holds the most promise and should be investigated further through field-testing.

Scenario one: Individual learner reports maintained by programs

The benchmarks are translated into a simple checklist to be used by the instructor or tutor. The learner and instructor or tutor informally discuss the learner's goals. The instructor or tutor, working with the program coordinator as necessary, analyzes the learner's goals in relation to the benchmarks and identifies the benchmarks that will need to be mastered in order for the learner to achieve his/her goals. The instructor or tutor develops and delivers a curriculum to meet those benchmarks. The instructor or tutor assesses the learner's progress toward reaching the benchmarks using the simple checklist. The instructor or tutor keeps a record of this assessment for two purposes: discussion with the learner, and inclusion in program information that is submitted to the Regional Literacy Coordinator and forwarded to the funders.

Scenario One is relatively simple to administer. It requires the instructor or tutor, and the program coordinator to have the skills necessary to translate a learner's goals into the benchmark system and to identify and deliver appropriate curriculum to achieve the benchmarks. This scenario meets the needs of the learner, practitioner, and funder. However, because there are no credentials or centralized records, there is no portability and this scenario does not meet the needs of other educational institutions or employers, who would have to administer their own assessment on intake. Scenario One supports the current role of colleges and school districts as the credentialing bodies for adult upgrading and allows the community programs to continue to meet the flexible, purpose-driven and often short-term goals of adult learners.

Scenario two: Individual learner reports centrally maintained

Scenario Two is the same as Scenario One with one critical difference – the system offers portable credentials. The instructor or tutor maintains formal records on the progress of each learner and deposits these with a central records manager (possibly via the Regional Literacy Coordinator and possibly to be held as part of the college system records on other ABE students).

Scenario Two meets the needs of the learner, practitioner, and funder and it also meets the needs of other educational institutions and employers. However, it is not simple to administer and requires

coordination with colleges that doesn't currently exist. Privacy protocols would have to be developed and implemented. Instructors, tutors and coordinators would need to be more highly trained and qualified in assessing learner progress because their assessments would be transferable to other institutions and to employers. Finally, many adult learners are not interested in acquiring credentials and Scenario Two therefore may not be the most efficient.

Recommendations

1. A values-based approach

a. The approach to benchmarking and assessment must be based on the well recognized and researched values and principles of effective community-based, adult learning.

b. Literacy should be defined in practical terms. We are attracted to the definition adopted in the International Adult Literacy Survey as "the ability to understand and use printed information in daily activities at home, at work and in the community – to achieve one's goals and to develop one's knowledge and potential."

c. Learner-centred assessments should provide useful information for all key stakeholders in the provision of community-based literacy education – learners, practitioners, government and funders, other educational institutions, and the labour market.

2. The benchmark system

a. The benchmarks should be based on the cognitive process model which focuses on the development of the individual learner in mastering the cognitive processes that underpin literacy.

b. Benchmarks should be developed in six domains: reading, writing, oral communication, math, participation, and information technology. These six domains will not only track the literacy progress of individual learners, but will also facilitate integration with assessment systems in other sectors (e.g., the K-12 system, the college system, and research instruments like the IALSS).

c. The benchmarks should be translated into a simple checklist that can be used by practitioners and tutors to monitor and record the progress of their learners. Assessment can collect quantitative information in a relatively unobtrusive and constructive way (the "light touch").

3. Tools

a. There should be no standardized testing or mandatory assessment tools. Practitioners should use the measurement tools that they, and learners, believe are most appropriate to their setting.

b. Assessment should be ongoing and should include input measures as well as outcome measures.

c. Assessment should be a collaborative process with learners and should provide learners with constructive and supportive feedback to continue their learning program.

4 . Resources for implementation

a. Professional development should be provided to everyone involved in the assessment of adult learners including volunteer tutors, program coordinators, and Regional Literacy Coordinators. Literacy BC should develop the training programs that are required and deliver them through a "train the trainer" approach beginning with the Regional Literacy Coordinators.

b. Literacy BC should coordinate ongoing research to enable continuous improvement and the exchange of best practices in monitoring and assessing the progress of adult learners in community-based programs.

c. Service standards should be developed to ensure that there is capacity across the province to maintain high standards in monitoring and assessment and record keeping. An assessment of existing infrastructure should be undertaken and a report should be prepared for the Ministry of Advanced Education on the capacity of existing infrastructure to meet the service standards requirements. AVED should fund the infrastructure adequately on an ongoing basis.

5 . Implementation process

a. Information on learner achievement should be fed back individually and confidentially to learners by their instructors.

b. Information should also be provided to practitioners to enable them to assess their instructional practices. In addition, information should be reported back in summary form to the government and funders so that they can assess the overall progress being made and the effectiveness of their investments.

c. At this time, the community-based system should not aspire to provide a formal education credential recognized by other educational institutions or employers; this would require a more elaborate and intrusive administrative structure and does not meet the needs of many community-based adult learners.

6. Integration

a. It is neither necessary nor desirable to have a single set of benchmarks to assess learner progress in the various sectors providing literacy programs (community, K-12, college, and workplace). These sectors provide different kinds of learning for different kinds of learners. Their differences are their strengths.

b. That said, each sector should be able to track its contribution to improving overall literacy levels in the province.

c. A "behind the scenes" common framework that enables a comprehensive overview of improvements in provincial literacy levels that does not interfere with the delivery of high quality literacy services in each sector should be developed and maintained. For consideration:

   i. Why is an integrated system desirable?

   ii. What are the common factors across delivery systems?

   iii. What do we mean by outcomes and by key competencies?

   iv. What might an integrated system look like?

   v. What frameworks currently exist?

Next Steps

Based on the preceding recommendations, we propose that Phase II of the project will require the following next steps:

- **Definition of roles:**
  There is a need to define key roles in Phase II. For example, what is the role of the Ministry of Advanced Education in communicating about the project with the BC literacy field? What are the roles of Literacy BC and Literacy Now?

- **Validation of key concepts:**
  In addition to the valuable input from our advisory committee, we have benefited from input from participants at the annual conference of the Adult Basic Education Association of BC and the Regional Literacy Coordinators, both in May 2007. In Phase II of this work, we will be undertaking further consultations on key concepts with practitioners in the field.

- **From domains and benchmarks to a checklist:**
  The domains and benchmarks need to be translated into a simple checklist that practitioners and learners can use to assess progress. The checklist will suggest both qualitative and quantitative indicators to monitor progress.

- **Field-testing:**
  There is an immediate need for field-testing the various components of the system. The coordinators, instructors and tutors who will be implementing and using the system should have the opportunity to try it out and to provide feedback about what works and what doesn't work. In order to ensure the field-testing provides useful data, it will be important to engage the testers in interactive discussion and reflection. The richest data come from the exchange of ideas. We propose that the field-testing process be supported by a facilitated online conference among all the field-testers, and ready individual access to the Regional Literacy Coordinators through phone calls and emails.

- **Development of training packages:**
  Literacy BC will develop the content of the training for Regional Literacy Coordinators and CALP program holders for delivery beginning in late 2007.

- **Assessing the capacity and developing an implementation plan:**
  We believe that the Ministry should initiate a thorough assessment of the capacity of the current infrastructure and, as part of a comprehensive implementation plan, develop a business plan for filling any gaps that are identified.

Appendix A:
Advisory Committee Members

Co-Chairs:

Leona Gadsby, Director of Community and Adult Literacy
Literacy Now

Cynthia Whitaker, Executive Director
Literacy BC

Members:

Lucy Alderson, Instructor
Carnegie Learning Centre

Dr. Pat Campbell, Adjunct Professor
Faculty of Education, University of Alberta, and
President, Grassroots Press

Wazi Dlamini-Kapenda, Manager
Provincial Training and Development
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Laurie Gould, Department Head
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Sandy Middleton, Research Manager, Literacy BC, and
Regional Literacy Coordinator (Sunshine Coast), Capilano College

Dr. Marina Niks, Researcher, and
RiPAL-BC (Research in Practice in Adult Literacy – BC) Management Team

Judy Rose, Literacy Coordinator
Adult Basic Education Department, Capilano College, and
Member, Fundamental Articulation Working Committee

Margaret Sutherland, Programs Manager
Columbia Basin Alliance for Literacy

Ex-officio Members:

Ben Pollard, Senior Policy Analyst
Learning Programs Branch
Ministry of Advanced Education

Marissa Thola, Education Officer
Learning Programs Branch
Ministry of Advanced Education

Appendix B:
Domains and Benchmarks

Format One:
By Domain and Cognitive Process

READING				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
ANALYZING	• Associate sounds to letters	• Use appropriate strategies to determine unfamiliar words in text and in isolation (e.g., word families, phonics)	---------->	• Use appropriate strategies to determine unfamiliar multi-syllabic words in text and in isolation (e.g., structural analysis)
	• Recognize personal and social sight vocabulary in text, in the community and in isolation	• Recognize high frequency sight words in text and in isolation	• Recognize complex and technical words by sight in text and in isolation	---------->
	• Describe print conventions (e.g., read from left to right and top to bottom)	• Describe purpose of print conventions (e.g., capital letters, simple punctuation)	---------->	• Describe purpose of more complex print conventions (complex punctuation)
	• Locate information in predictable, personally relevant or repetitive text	• Locate information in a single piece of text and/or graphical material, using appropriate strategies	---------->	• Locate information in a book, document or more complex graphical material, using appropriate strategies and graphic organizers (e.g., pictures, index, headings)
	• Recall character, setting and plot in predictable text	---------->	• Apply knowledge of text structure to comprehend fiction and non-fiction	• Apply knowledge of text structure to comprehend poetry
		• Progress through text on a computer screen by analyzing and using simple navigational features		• Progress through text on a computer screen by analyzing and using complex navigational feature
INTERPRETING	• Use meaning and language, along with print cues to predict words in familiar text	• Use meaning and language, along with print cues to predict words and their meaning in less familiar text	• Use context to associate meaning to specialized vocabulary in content areas	• Use context to associate meaning to abstract words and idioms
	• Identify the difference between fact and opinion, after listening to an unfamiliar passage read by another person	• Identify the difference between fact and opinion after reading an unfamiliar piece of text	• Evaluate, assess, and form opinions after reading a piece of text	---------->
	• Make a prediction after listening to an unfamiliar piece of text read by another person	• Make inferences and predictions after reading an unfamiliar piece of text	• Make inferences, predictions, draw conclusions and/or make comparisons in a single piece of text or graphical material	---------->
	• Identify the most important idea, after listening to an unfamiliar passage read by another person	• Identify the most important idea, after reading an unfamiliar piece of text	• State explicit main idea, details and sequence in a short, non-fictional piece of text	• State implicit ideas, details and sequence in short, non-fictional piece of text
			• Differentiate between major and minor events and characters	• State implicit relationships among settings, events, and characters
				• Summarize non-fictional text

READING				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
MONITORING	• Understand that print has meaning and some personal application	---------->	---------->	---------->
	• Recognize when unable to comprehend text and/or decode words	• Ask questions when unable to comprehend text and/or graphical material	---------->	---------->
		• Initiate appropriate strategies to rectify comprehension and/or decoding difficulties (e.g., re-reading)	---------->	---------->

Reader increases automaticity and fluency ---------->

Text becomes increasingly difficult ---------->

READING			
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Text is:	**Text contains:**	**Text contains:**	**Text contains:**
• Often produced by the reader (language experience stories)	• Personally relevant information and illustrations	• Some illustrations	• Compound and complex sentences and unfamiliar vocabulary
• Personally relevant and accompanied by illustrations	• Familiar and simple sentence patterns and familiar vocabulary	• Some compound and complex sentences and unfamiliar vocabulary	• Some abstract concepts
• Predictable and repetitive	• Concrete, factual and literal language	• Concrete, factual and literal language	• Multi-syllabic words
		• Multi-syllabic words	

READING
Sample Tasks

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reading Sample Tasks	**Reading Sample Tasks**	**Reading Sample Tasks**	**Reading Sample Tasks**
Occupation/Work: • Follow pictorial usage instructions accompanied by social and workplace specific sight words.	Occupation/Work: • Follow pictorial maintenance instructions accompanied by social and workplace specific sight words	Occupation/Work: • Locate the price of an item on a retail price list	Occupation/Work: • Read and explain details and nuances of an employment contract
Personal: • Locate information on own driver's license	Personal: • Locate a time of departure on a transportation schedule	Personal: • Read and follow a familiar recipe	Personal: • Find travel information on the computer
Community: • Read community signs like open/closed, exit, washroom, Open, No Parking, Out of order	Community: • Read a poster about a community event	Community: • Scan community newspaper or website to locate volunteer opportunities	Community: • Decide which political party to support by reading candidate's literature
Academic: • Read a language experience story independently	Academic: • Recognize the main idea in a short newspaper article written in plain English	Academic: • Find the details in a newspaper article	Academic: • Find and download information on CPR from the internet

WRITING				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
COMPOSING	• Explain why writing is important			
	• Demonstrate, through discussion, an awareness that writers access prior knowledge and external sources to compose text	• Access and organize information (e.g., diagrams, semantic maps, outlines) from prior knowledge and knowledgeable people to plan for text	---------->	• Access and organize information from a resource library and an internet site to compose text
	• Demonstrate, through discussion, an understanding that form depends on audience and purpose		• Use personal conventional forms (e.g., personal letter, diary) based on audience and purpose	• Use more formal specific forms (e.g., memo, business letter, chart) that serve particular audiences and purposes
	• Copy words from printed material	• Copy sentences	• Take simple notes	• Summarize a piece of text to remember information
	• Prepare written material in preset format (e.g., forms, frame sentences), using a core of personally relevant sight words; create a language experience story	• Use simple sentences, questions, and familiar vocabulary to convey ideas	• Write simple paragraphs, using a descriptive and sequential text structure	• Use complex and compound sentences, descriptive vocabulary and a consistent voice to express ideas
ATTENDING	• Demonstrate, through discussion, an understanding of the relationship between oral and written language		---------->	---------->
	• Form letters in print	• Demonstrate consistency in size, shape, spacing, and orientation of print	---------->	• Demonstrate consistency in size, shape, spacing, and orientation of cursive writing
	• Through discussion, demonstrate an understanding that there are spelling and print conventions which clarify and enhance meaning	• Show basic understanding of spelling and print conventions	• Show more advanced understanding of spelling and print conventions	• Show general control of spelling and print conventions
	• Through discussion, demonstrate an understanding that language affects meaning	• Use correct subject-verb agreement	• Use consistent verb tense and pronoun references; use forms of adjectives appropriately and correctly	---------->
	• Use key board		• Create text, using word processor features such as copy, cut, and paste to clarify and enhance meaning	• Use more advanced word-processing features such as find/change, font size and style, and thesaurus to clarify and enhance meaning

WRITING				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
MONITORING	• Demonstrate, through discussion, an understanding that writing is a process involving revision and editing	• Identify writing process of thinking about content, developing a draft, revising/editing and writing a final copy	---------->	---------->
			• Evaluate writing in terms of effectiveness in achieving purpose and reaching audience	---------->
			• Identify non-standard spelling and remediate, using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis)	---------->
			• Proof-read for errors in punctuation	• Proof-read for consistent verb tense and pronoun references and appropriate use of adjectives
			• Proof-read for subject-verb agreement	

Increasing fluidity and practice---------->

WRITING
Sample Tasks

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Occupation/Work: • Sign employment documents that have been explained	Occupation/Work: • Fill in a time sheet	Occupation/Work: • Take a telephone message	Occupation/Work: • Write an e-mail message to head office ordering next week's supplies
Personal: • Record a short grocery list	Personal: • Fill out a personal cheque	Personal: • Write a personal letter or diary entry	Personal: • Write a note to a teacher explaining a child's absence
Community: • Copy contact information from a notice of sale item on community bulletin board	Community: • Fill out a simple evaluation form at the end of a family literacy program	Community: • Complete a community recreation facility use survey	Community: • Write, format and edit a community league newsletter submission
Academic: • Complete personally relevant frame sentences i.e. My name is _____. I like to eat _____.	Academic: • Complete simple personal sentences independently	Academic: • Use a word processor to compose, revise and edit a short story describing childhood memory	Academic: • Write poetry describing feelings about nature

MATHEMATICS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PATTERNS & RELATIONSHIPS	• Identify and describe non-numerical patterns arising from daily experiences	• Identify, create, and describe numerical and non-numerical patterns arising from daily experiences	• Make rules for and predictions from numerical and non-numerical patterns, including those found in the community	• Use relationships to summarize, generalize and extend patterns
			• Use informal and concrete representations of equality as well as operations on equality to solve problems	• Use more formalized representations of equality and operations of equality to solve problems
NUMBERS	• Recognize and manipulate whole numbers (0 to 100)	• Recognize and manipulate whole numbers (0 to 1000)	• Demonstrate a number sense for whole numbers (0 to 10,000) and decimals in the context of money (hundredths)	• Demonstrate a number sense for decimals, fractions (halves, quarters, fifths, tenths and hundredths), percentage, ratio, proportion and positive and negative numbers
	• Perform addition and subtraction on whole numbers (to 100).	• Perform addition and subtraction on whole numbers	• Perform multiplication and division on whole numbers; perform addition and subtraction on decimals	• Perform the four operations on decimals and fractions
	• Recognize and manipulate fractions with concrete examples	• Translate concrete examples of fraction representation to paper	• Recognize and manipulate the relationship between fractions, decimals and percent	• Solve problems using relationship between fractions, decimals and percent
	• Recognize and manipulate rates and ratios with concrete examples	• Recognize relationship of fractions to decimals	• Use knowledge of percent, rate, ratios and proportions to solve simple, real life problems	• Solve problems using rate, ratio and proportion
		• Translate concrete examples of ratio and rate representation to paper	• Use a four-function calculator or appropriate strategy to solve problems	---------->

MATHEMATICS				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
SHAPE & SPACE	• Estimate, measure and compare, using whole numbers and familiar standard units (length, mass)	• Estimate, measure and compare, using standard units (money, area, time, volume)	• Estimate, measure and compare, using integers in the context of temperature	• Generalize measurement patterns and procedures and solve problems
	• Use measuring tools to estimate, measure and compare (e.g., ruler, measuring cups)	• Use measuring tools to solve practical, concrete problems	• Use less common measuring tools to solve more abstract problems (e.g., protractor)	
	• Construct a variety of 2-D shapes and 3-D objects	• Name, describe and construct a variety of 2-D shapes and 3-D objects	• Use visualization and symmetry to solve problems with 2-D shapes and 3-D objects	• Use spatial problem solving in building, describing and analyzing geometric shapes
	• Use numbers and direction words to describe relative positions of objects	• Describe a motion in terms of a slide, a turn or a flip (tetrus)	• Use coordinates to describe the position of objects in two dimensions. (Battleship)	• Use ratios to solve problems involving a right angle
	• (Metric and/or imperial measure could be used; start with what is most comfortable for learner)	• Identify right angles	• Measure and classify angles	• Solve problems of similarity and congruency with triangles
		• Recognize and identify lines and their properties	• Describe the properties of triangles, squares, rectangles, circles	• Solve problems involving properties of circles
				• Link angle measures to the properties of parallel and intersecting lines
				• Solve problems involving perimeter, area, and volume
				• Solve problems involving time zones
STATISTICS & PROBABILITY	• Use simple experiments designed by others, to illustrate chance. (eg: dice)	• Design and use probability experiments to explain outcomes	• Use numbers to communicate the probability of single events from experiments and models	• Explain the use of probability and statistics in the solution of problems
			• Analyze graphs or charts of given situations to derive specific information	
	• Collect, display and describe data, based on first-hand information	• Collect first-and second-hand data, assess and validate the collection process; interpret and graph to make predictions	• Develop and implement a plan for the collection, display and analysis of data gathered from appropriate samples	• Use a variety of technological graphing tools to display and analyze data

MATHEMATICS
Sample Tasks

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Occupation/Work: • Count inventory	Occupation/Work: • Receive cash payments and make appropriate change	Occupation/Work: • Review pay statement and understand how amounts are calculated	Occupation/Work: • Use a spread sheet template to calculate item pricing
Personal: • Measure and record the height and weight of children on a growth chart	Personal: • Measure ingredients when preparing food, doubling or halving recipes	Personal: • Calculate the amount of paint to buy for a home decorating project	Personal: • Calculate the number of tiles and cost to tile a home space
Community: • Be the scorekeeper at a community league basketball game	Community: • Estimate the amount of supplies to buy to stock a concession at a child's school function	Community: • To support a point of view, conduct a survey, and display data	Community: • Enter track meet scores on a template at the district meet
Academic: • Construct a rectangle on a geoboard and describe ways to divide the rectangle in half, thirds and fourths	Academic: • Name various shapes – circles, triangles, squares, rectangles, and other quadrilaterals	Academic: • Calculate the average score on a number of course assignments	Academic: • Use the fewest number of key strokes on a calculator to solve a calculation involving rational numbers

ORAL COMMUNICATION				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
GENERATING	• Demonstrate an understanding that the use of spoken language varies according to context, purpose and audience			
	• Communicate clearly about basic personal information and familiar topics that have immediate personal relevance	• Communicate to inform about personal needs and those of friends and relatives	• Communicate to express an opinion and to access information in a group setting	• Communicate to persuade
	• Communicate in a predictable context	• Communicate in a less predictable context in common daily situations	• Communicate in some unfamiliar situations and unpredictable contexts	---------->
		• Use everyday vocabulary, a number of idioms and variety of sentence structures	• Use expanded vocabulary and idioms	---------->
	• Use everyday vocabulary, common everyday expressions and sentences	• Discourse at moderate length	---------->	• Use complex, detailed discourse of moderate to extended length
COMPREHENDING	• Demonstrate an understanding that communication is a two way process	• Demonstrate, through discussion, an understanding of the importance of listening to another's point of view and setting aside biases and values		---------->
	• Understand a variety of commonly used vocabulary	• Understand use of idioms and more developed vocabulary use	---------->	• Understand complex vocabulary, idioms, and relevant technical and figurative language
		• Synthesize factual information	• Synthesize abstract ideas	
MONITORING	• Clarify meaning by asking questions	• Clarify meaning through paraphrasing	• Clarify meaning by more advanced paraphrasing and questioning	
			• Alert to problems in communication and make repairs	---------->

ORAL COMMUNICATION

Sample Tasks

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Occupation/Work: • Understand workplace warnings and instructions	Occupation/Work: • Give instructions about how to operate a machine and answer questions	Occupation/Work: • Communicate with supervisors to obtain direction	Occupation/Work: • Let a supplier know that an order was mixed up and arrange to have it fixed
Personal: • Call child's school to report an illness and request that missed work be sent home	Personal: • Ask doctor questions about health related issue to understand condition	Personal: • Follow first aid instructions over the phone	Personal: • Talk to the bank about personal account and an error on the statement
Community: • Ask for help locating a community service	Community: • Direct a person to a landmark in the community	Community: • Express concerns regarding rezoning of personal residential area to the town planner	Community: • Participate in a parent advisory council meeting
Academic: • Ask the instructor questions about the literacy program	Academic: • Participate in a classroom discussion on the similarity or differences between places	Academic: • Have a discussion with other students in the class during a break	Academic: • Contribute to an in class discussion about housing development

PARTICIPATION				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Group Participation	• Participates in group/class through intentional observation and listening	• Shows increased participation in a group, offering opinions and suggestions in group discussions	• Begins to hold both personal and group concerns in the group, and assists others to participate	• Actively engages in group discussion
		• Demonstrates an emerging awareness of others' needs and roles in the group		• Consciously holds back or encourages others to participate
Goal Setting	• Recognizes value of goal-setting and identifies a personal goal	• Demonstrates the ability to break a short-term goal into steps and to complete some of those steps	• Reflects on personal strategies that created short-term goal outcomes	• Demonstrates leadership by assisting the group to maintain a good process or to achieve a group goal
			• Can identify strategies that will help sustain a longer-term goal	
Strategies for Successful Learning	• Demonstrates basic organizational skills in learning and personal contexts	• Has an awareness of how regular practice supports learning; begins to apply this concept to learning goals	• Achieves successful application of learning	• Aware of personal learning style and strengths that support individual to gain mastery
			• Can teach or demonstrate skill to another	• Aware of personal learning anxieties and how to apply learning strategies that minimize the impact of these challenges
				• Ability to master something and describe to another person how this was achieved
Problem Solving	• Recognizes that the first step in problem-solving is to explore the problem	• Recognizes that second step in problem solving is to generate options	• Reflects on the impact of problem-solving steps taken, gauges response and unpacks the experience	• Ability to put problems into a larger context, to analyze personal problems from a community or societal context
		• Demonstrates the capacity to choose and option and try it out	• Uses the reflection to gain greater understanding of the initial problem, analyses cause-effect relationship of actions, considers other factors or people who could impact the problem	• An awareness of civic rights and responsibilities as an approach to solving community-wide or global issues

Appendix C:
Domains and Benchmarks

Format Two:
By Level

LEVEL 1					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Analyzing: • Associate sounds to letters • Recognize personal and social sight vocabulary in text, in the community and in isolation • Describe print • Conventions (e.g., read from left to right and top to bottom) • Locate information in predictable , personally relevant or repetitive text • Recall character, setting and plot in predictable text	**Composing:** • Explain why writing is important • Demonstrate, through discussion, an awareness that writers access prior knowledge and external sources to compose text • Demonstrate, through discussion, an understanding that form depends on audience and purpose • Copy words from printed material • Prepare written material in preset format (e.g., forms, frame sentences), using a core of personally relevant sight words; create a language experience story	**Comprehending:** • Demonstrate an understanding that communication is a two way process • Understand a variety of commonly used vocabulary	**Group Participation** • Participate in group/class through intentional observation and listening **Goal Setting** • Recognize value of goal-setting and identify a personal goal		**Patterns and Relations:** • Identify and describe non-numerical patterns arising from daily experiences
Interpreting: • Use meaning and language, along with print cues to predict words in familiar text • Identify the difference between fact and opinion, after listening to an unfamiliar passage read by another person • Make a prediction after listening to an unfamiliar piece of text read by another person • Identify the most important idea, after listening to an unfamiliar passage read by another person	**Attending:** • Demonstrate, through discussion, an understanding of the relationship between oral and written language • Form letters in print • Through discussion, demonstrate an understanding that there are spelling and print conventions which clarify and enhance meaning • Through discussion, demonstrate an understanding that language affects meaning • Use key board	**Monitoring:** • Clarify meaning by asking questions	**Strategies for Successful Learning** • Demonstrate basic organizational skills in learning and personal contexts		**Numbers:** • Recognize and manipulate whole numbers (0 to 100) • Perform addition and subtraction on whole numbers (to 100). • Recognize and manipulate fractions with concrete examples • Recognize and manipulate rates and ratios with concrete examples

LEVEL 1					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Monitoring: • Understand that print has meaning and some personal application • Recognize when unable to comprehend text and/or decode words	**Monitoring:** • Demonstrate, through discussion, an understanding that writing is a process involving revision and editing	**Generating:** • Demonstrate an understanding that the use of spoken language varies according to context, purpose and audience • Communicate clearly about basic personal information andfamiliar topics that have immediate personal relevance • Communicate in a predictable context • Use everyday vocabulary, common everyday expressions and sentences	**Problem Solving** • Recognize that the first step in problem-solving is to explore the problem		**Shape and Space:** • Estimate, measure and compare, using whole numbers and familiar standard units (length, mass) • Use measuring tools to estimate, measure and compare (e.g., ruler, measuring cups) • Construct a variety of 2-D shapes and 3-D objects • Use numbers and direction words to describe relative positions of objects (metric and/or imperial measure could be used; start with what is most comfortable for learner)

LEVEL 1					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Text is: • Often produced by the reader (language experience stories) • Personally relevant and accompanied by illustrations • Predictable and repetitive **Sample Tasks:** Occupation/Work: • Follow pictorial usage instructions accompanied by social and workplace specific sight words Personal: • Locate information on own driver's license Community: • Read community signs like open/closed, exit, washroom, Open, No Parking, Out of order, Business hours Academic: • Read a language experience story independently	**Sample Tasks:** Occupation/Work: • Sign employment documents that have been explained Personal: • Record a short grocery list Community: • Copy contact information from a notice of sale item on community bulletin board Academic: • Complete personally relevant frame sentences i.e. My name is ____. I like to eat _____.	**Sample Tasks:** Occupation/Work: • Understand workplace warnings and instructions Personal: • Call child's school to report an illness and request that missed work be sent home Community: • Ask for help locating a community service Academic: • Ask the instructor questions about the literacy program			**Statistics and Probability:** • Use simple experiments designed by others, to illustrate chance (eg: dice) • Collect, display and describe data, based on first-hand information **Sample Tasks:** Occupation/Work: • Count inventory Personal: • Measure and record the height and weight of children on a growth chart Community: • Be the score keeper at a community league basketball game Academic: • Construct a rectangle on a geoboard and describe ways to divide the rectangle in half, thirds and fourths

LEVEL 2					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Analyzing: • Use appropriate strategies to determine unfamiliar words in text and in isolation (e.g., word families, phonics) • Recognize high frequency sight words in text and in isolation • Describe purpose of print conventions (e.g., capital letters, simple punctuation) • Locate information in a single piece of text and/or graphical material, using appropriate strategies • Progress through text on a computer screen by analyzing and using simple navigational features	**Composing:** • Access and organize information (e.g., diagrams, semantic maps, outlines) from prior knowledge and knowledgeable people to plan for text • Copy sentences • Use simple sentences, questions, and familiar vocabulary to convey ideas	**Comprehending:** • Demonstrate, through discussion, an understanding of the importance of listening to another's point of view and setting aside biases and values • Understand use of idioms and more developed vocabulary use • Synthesize factual information	**Group Participation** • Show increased participation in a group, offering opinions and suggestions in group discussions • Demonstrate an emerging awareness of others' needs and roles in the group **Goal Setting** • Demonstrate the ability to break a short-term goal into steps and to complete some of those steps		**Patterns and Relations:** • Identify, create, and describe numerical and non-numerical patterns arising from daily experiences
Interpreting: • Use meaning and language, along with print cues to predict words and their meaning in less familiar text • Identify the difference between fact and opinion after reading an unfamiliar piece of text • Make inferences and predictions after reading an unfamiliar piece of text • Identify the most important idea, after reading an unfamiliar piece of text	**Attending:** • Demonstrate consistency in size, shape, spacing, and orientation of print • Show basic understanding of spelling and print conventions • Use correct subject-verb agreement	**Monitoring:** • Clarify meaning through paraphrasing	**Strategies for Successful Learning** • Has an awareness of how regular practice supports learning; begin to apply this concept to learning goals		**Numbers:** • Recognize and manipulate whole numbers (0 to 1000) • Perform addition and subtraction on whole numbers • Translate concrete examples of fraction representation to paper • Recognize relationship of fractions to decimals • Translate concrete examples of ratio and rate representation to paper

LEVEL 2					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Monitoring: • Ask questions when unable to comprehend text and/or graphical material • Initiate appropriate strategies to rectify comprehension and/or decoding difficulties (e.g., re-reading)	**Monitoring:** • Identify writing process of thinking about content, developing a draft, revising/editing and writing a final copy	**Generating:** • Communicate to inform about personal needs and those of friends and relatives • Communicate in a less predictable context in common daily situations • Use everyday vocabulary, a number of idioms and variety of sentence structures • Discourse at moderate length	**Problem Solving** • Recognize that second step in problem solving is to generate options • Demonstrate the capacity to choose an option and try it out		**Shape and Space:** • Estimate, measure and compare, using standard units (money, area, time, volume) • Use measuring tools to solve practical, concrete problems • Name, describe and construct a variety of 2-D shapes and 3-D objects • Describe a motion in terms of a slide, a turn or a flip (tetrus) • Identify right angles • Recognize and identify lines and their properties

LEVEL 2					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Text is: • Personally relevant and accompanied by illustrations • Familiar and simple sentence patterns and familiar vocabulary • Concrete, factual and literal language					**Statistics and Probability:** • Design and use probability experiments to explain outcomes • Collect first-and second-hand data, assess and validate the collection process; interpret and graph to make predictions
Sample Tasks:	**Sample Tasks:**	**Sample Tasks:**			**Sample Tasks:**
Occupation/Work: • Follow pictorial maintenance instructions accompanied by social and workplace specific sight words	Occupation/Work: • Fill in a time sheet	Occupation/Work: • Give instructions about how to operate a machine and answer questions			Occupation/Work: • Receive cash payments and make appropriate change
Personal: • Locate a time of departure on a transportation schedule	Personal: • Fill out a personal cheque	Personal: • Ask doctor questions about health related issue to understand condition			Personal: • Measure ingredients when preparing food, doubling or halving recipes
Community: • Read a poster about a community event	Community: • Fill out a simple evaluation form at the end of a family literacy program	Community: • Direct someone to a landmark in the community			Community: • Estimate the amount of supplies to buy to stock a concession at a child's school function
Academic: • Recognize the main idea in a short newspaper article written in plain English	Academic: • Complete simple personal sentences independently	Academic: • Participate in a classroom discussion on the similarity or differences between places			Academic: • Name various shapes – circles, triangles, squares, rectangles, and other quadrilaterals

LEVEL 3					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Analyzing: • Recognize complex and technical words by sight in text and in isolation • Apply knowledge of text structure to comprehend fiction and non-fiction	**Composing:** • Use personal conventional forms (e.g., personal letter, diary) based on audience and purpose • Take simple notes • Write simple paragraphs, using a descriptive and sequential text structure	**Comprehending:** • Synthesize abstract ideas	**Group Participation** • Begin to hold both personal and group concerns in the group, and assist others to participate **Goal Setting** • Reflect on personal strategies that created short-term goal outcomes • Can identify strategies that will help sustain a longer-term goal		**Patterns and Relations:** • Make rules for and predictions from numerical and non-numerical patterns, including those found in the community • Use informal and concrete representations of equality as well as operations on equality to solve problems
Interpreting: • Use context to associate meaning to specialized vocabulary in content areas • Evaluate, assess, and form opinions after reading a piece of text • Make inferences, predictions, draw conclusions and/or make comparisons in a single piece of text or graphical material • State explicit main idea, details and sequence in a short, non-fictional piece of text • Differentiate between major and minor events and characters	**Attending:** • Show more advanced understanding of spelling and print conventions • Use consistent verb tense and pronoun references; use forms of adjectives appropriately and correctly • Create text, using word processor features such as copy, cut, and paste to clarify and enhance meaning	**Monitoring:** • Clarify meaning by more advanced paraphrasing and questioning • Alert to problems in communication and make repairs	**Strategies for Successful Learning** • Achieve successful application of learning • Can teach or demonstrate skill to another		**Numbers:** • Demonstrate a number sense for whole numbers (0 to 10,000) and decimals in the context of money (hundredths) • Perform multiplication and division on whole numbers; perform addition and subtraction on decimals • Recognize and manipulate the relationship between fractions, decimals and percent • Use knowledge of percent, rate, ratios and proportions to solve simple, real life problems • Use a four function calculator or appropriate strategy to solve problems

LEVEL 3					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Monitoring: • Initiate appropriate strategies to rectify comprehension and/or decoding difficulties (e.g., re-reading)	**Monitoring:** • Evaluate writing in terms of effectiveness in achieving purpose and reaching audience • Identify non-standard spelling and remediate, using resources and strategies (e.g., spell-check, personal dictionaries, phonics, structural analysis) • Proof-read for errors in punctuation • Proof-read for subject-verb agreement	**Generating:** • Communicate to express an opinion and to access information in a group setting • Communicate in some unfamiliar situations and unpredictable contexts • Use expanded vocabulary and idioms	**Problem Solving** • Reflect on the impact of problem-solving steps taken, gauges response and unpacks the experience • Use reflection to gain greater understanding of the initial problem, analyze cause-effect relationship of actions, consider other factors or people who could impact the problem		**Shape and Space:** • Estimate, measure and compare, using integers in the context of temperature • Use less common measuring tools to solve more abstract problems (e.g., protractor) • Use visualization and symmetry to solve problems with 2-D shapes and 3-D objects • Use coordinates to describe the position of objects in two dimensions. (battleship) • Measure and classify angles • Describe the properties of triangles, squares, rectangles, circles

LEVEL 3					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Text is: • Some illustrations • Some compound and complex sentences and unfamiliar vocabulary • Concrete, factual and literal language • Multi-syllabic words					**Statistics and Probability:** • Use numbers to communicate the probability of single events from experiments and models. • Analyze graphs or charts of given situations to derive specific information. • Develop and implement a plan for the collection, display and analysis of data gathered from appropriate samples.
Sample Tasks: Occupation/Work: • Locate the price of an item on a retail price list Personal: • Read and follow familiar recipe Community: • Scan community newspaper or website to locate volunteer opportunities Academic: • Find the details in a short newspaper article	**Sample Tasks:** Occupation/Work: • Take a telephone message Personal: • Write a personal letter or diary entry Community: • Complete a community recreation facility use survey Academic: • Use a word processor to compose, revise and edit a short story describing a childhood memory	**Sample Tasks:** Occupation/Work: • Communicate with supervisors to obtain direction Personal: • Follow first aid instructions over the phone Community: • Express concerns regarding rezoning of personal residential area to the town planner Academic: • Have a discussion with other students in the class during a break			**Sample Tasks:** Occupation/Work: • Review pay statement and understand how amounts are calculated Personal: • Calculate the amount of paint to buy for a home decorating project Community: • Support a point of view in a discussion with neighbours about an environmental concern Academic: • Calculate the average score on a number of course assignments

LEVEL 4					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Analyzing: • Use appropriate strategies to determine unfamiliar multi-syllabic words in text and in isolation (e.g., structural analysis) • Describe purpose of more complex print conventions (complex punctuation) • Locate information in a book, document or more complex graphical material, using appropriate strategies and graphic organizers (e.g., pictures, index, headings) • Apply knowledge of text structure to comprehend poetry • Progress through text on a computer screen by analyzing and using complex navigational feature	**Composing:** • Access and organize information from a resource library and an internet site to compose text • Use more formal specific forms (e.g., memo, business letter, chart) that serve particular audiences and purposes • Summarize a piece of text to remember information • Use complex and compound sentences, descriptive vocabulary and a consistent voice to express ideas	**Comprehending:** • Understand complex vocabulary, idioms, and relevant technical and figurative language	**Group Participation** • Actively engages in group discussion • Consciously holds back or encourages others to participate **Goal Setting** • Demonstrates leadership by assisting the group to maintain a good process or to achieve a group goal		**Patterns and Relations:** • Use relationships to summarize, generalize and extend patterns • Use more formalized representations of equality and operations of equality to solve problems
Interpreting: • Use context to associate meaning to abstract words and idioms • State implicit ideas, details and sequence in short, non-fictional piece of text • State implicit relationships among settings, events, and characters • Summarize non-fictional text	**Attending:** • Demonstrate consistency in size, shape, spacing, and orientation of cursive writing • Show general control of spelling and print conventions • Use more advanced word-processing features such as find/change, font size and style, and thesaurus to clarify and enhance meaning	**Monitoring:** • Ongoing from previous levels	**Strategies for Successful Learning** • Aware of personal learning style and strengths that support individual to gain mastery • Aware of personal learning anxieties and how to apply learning strategies that minimize the impact of these challenges • Ability to master something and describe to another person how this was achieved		**Numbers:** • Demonstrate a number sense for decimals, fractions (halves, quarters, fifths, tenths and hundredths), percentage, ratio, proportion and positive and negative numbers. • Perform the four operations on decimals and fractions • Solve problems using relationship between fractions, decimals and percent • Solve problems using rate, ratio and proportion

LEVEL 4					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Monitoring: • Ongoing from levels one to three	**Monitoring:** • Proof-read for consistent verb tense and pronoun references and appropriate use of adjectives • And ongoing from previous levels	**Generating:** • Communicate to persuade • Use complex, detailed discourse of moderate to extended length	**Problem Solving** • Ability to put problems into a larger context, to analyse personal problems from a community or societal context • An awareness of civic rights and responsibilities as an approach to solving community-wide or global issues		**Shape and Space:** • Generalize measurement patterns and procedures and solve problems • Use spatial problem solving in building, describing and analyzing geometric shapes • Use ratios to solve problems involving a right angle • Solve problems of similarity and congruency with triangles • Solve problems involving properties of circles • Link angle measures to the properties of parallel and intersecting lines • Solve problems involving perimeter, area, and volume • Solve problems involving time zones

LEVEL 4					
Reading	Writing	Oral Communication	Participation	Information Technology	Math
Text is: • Compound and complex sentences and unfamiliar vocabulary • Some abstract concepts • Multi-syllabic words					**Statistics and Probability:** • Explain the use of probability and statistics in the solution of problems • Use technological and graphing tools to display and analyze data
Sample Tasks:	**Sample Tasks:**	**Sample Tasks:**			**Sample Tasks:**
Occupation/Work: • Read and explain details and nuances of a simple employment contract	Occupation/Work: • Write an e-mail message to head office ordering next week's supplies	Occupation/Work: • Let a supplier know that an order was mixed up and arrange to have it fixed			Occupation/Work: • Use a spread sheet template to calculate item pricing
Personal: • Find travel information on the computer	Personal: • Write a note to a teacher explaining the child's absence	Personal: • Talk to the bank about personal account and an error on the statement			Personal: • Calculate the number of tiles and cost to tile a home space
Community: • Decide which political party to support by reading candidate's platforms	Community: • Write, format and edit a community league newsletter submission	Community: • Participate in a parent advisory council meeting			Community: • Enter track meet scores on a template at the district meet
Academic: • Find and download information on CPR from the internet	Academic: • Write poetry describing feelings about nature	Academic: • Contribute to an in-class discussion about housing developments			Academic: • Use the fewest number of key strokes on a calculator to solve a calculation involving rational numbers

Appendix D:

Learning in a Group Setting, and Adult Goal Progress Chart:
Two tools by the project, From the Ground Up:
A Research-in-Practice Approach to Outcome-Oriented Program Evaluation

Monitoring Tools for Learning in a Group Setting

Inreach/Outreach Program of the Carnegie Learning Centre

- **Tool #1:** Individual Learner in a Group Setting

  This rubric tracks the progress and contributions of individual learners who participate in a learning group on a regular basis. The complete tool includes six "Spinners," hands-on learner-friendly assessment wheels for use with learners. The rubric is designed to:
  - Measure the progress of individual learners in a group setting.
  - Provide individual learners with a self-assessment process.
  - Provide a way for the program to report the overall progress of outreach literacy groups.

- **Tool #2:** Emerging Peer Tutor in a Group Setting

  This rubric tracks the progress and contributions of emerging peer tutors/peer leaders who participate in a learning group on a regular basis. The rubric is designed to:
  - Measure the progress of emerging peer tutors/peer leaders in a group setting.
  - Provide feedback to peer tutors and support for setting goals.
  - Describe the positive dynamics that peer tutors/peer leaders add to learning environments.

- **Tool #3:** Group Process

  The "Group Process" rubric is designed to document and measure the health and effectiveness of the learning group as a whole. The tool is designed to be flexible to group context and activities and to cover drop-in learning environments as well as ongoing groups. The tool can report on several outcomes including:
  - The number of learners who feel comfortable in the learning group.
  - The change in the health of the learning group as depicted through increases in the group's "healthy score."
  - The "maintenance" health of an ongoing learning group, i.e. the group retains a consistently "healthy score."

Tool #1: Individual Learner in a Group Setting Rubric

Passive Learner ---------- Active Learner

	Avoidance	Exposure	Engagement	Application	Looks for Challenge
	Step 1	Step 2	Step 3	Step 4	Step 5
Reading	Attends program but avoids reading and written material, uses a variety of methods (verbal, friends) to acquire info.	Listens to others reading and may engage in games that involve minimal reading, most likely with a reading partner.	Picks up books and/or reads easy articles in newspaper (comics, horoscope). Identifies goals	Volunteers to read aloud in group. Asks for other interesting reading material, and may begin studying with lots of support.	Gets involved in a course or self-improvement activity that involves reading. Exhibits new confidence and independence.
Writing	Avoids activity involving writing, will not pick up writing implements.	Signs in. May engage in games that involve writing, most likely with a writing partner.	Fills out forms and other functional writing tasks. Uses learning group to access paper and pens for personal writing. Responds to writing prompts, quizzes, card making, etc. Identifies goals.	Active interest in group and individual writing activities. Asks for information on courses, and may begin studying with lots of support.	Gets involved in a course or self-improvement activity that involves writing Exhibits new confidence and independence.
Numeracy	Avoids activities which require math knowledge. Exhibits math anxiety through self put-downs or pride in not needing math.	Does not leave the group when budgets, math games or numeracy activities are taking place. Listens to the group process math operations.	Recognizes the opportunity to o improve math skills and get assistance through explanations for math operations. Joins math games (with partner), requests basic skills worksheets, etc. Identifies goals.	Uses math for daily tasks, looks forward to math games and problems. Volunteers to do operations for the group when budgeting, etc. May begin studying with lots of support.	Gets involved in a course or self-improvement activity that involves math. Sees themself capable of learning higher level math.
Computer Literacy	Avoids use of computers, even as non-operator looking up info.	Will dictate story for typing or ask someone to check something on the internet, but not interested in touching computer. Acknowledges the computer as a source of info.	Begins to use the computer with support and encouragement: email account, typing program, researching interests on the internet. Easily frustrated. Identifies goals.	Uses computer independently for basic wordprocessing, email, search functions. Seeks opportunities to improve computer skills (e.g. Mavis Beacon)	Interested in using the computer creatively: making a poster, scanning a picture, researching an issue that the group has discussed.
Discussion Skills	Avoids group discussions or cannot sit through a short discussion without interrupting or getting up to leave.	Able to listen to discussions while doing other activity such as crafts, puzzles, sketching, colouring.	Listens and occasionally asks questions, can sometimes be defensive if others have a different opinion. Identifies goals.	Actively striving for skill development. Listens to others, takes turn in speaking, offers opinions and suggestions, encourages other participants to speak, accepts challenges.	Initiates discussions on important issues, seeks group opinions, summarizes group discussion, looks for possible actions to take.
Group Participation	Avoids group activities, may seek out staff and tutors for one to one.	Observes the group, listening in nearby but not verbally engaging with the group.	Attends groups, engages with facilitator and individuals, with without consciousness of group process. Identifies goals.	Openly aware of group members and opportunities to learn from others, engages in group problem-solving.	Volunteers for roles that assist the group (setting up, chairing, finding out information, encouraging others)
Other skills or quaities:					

Student's Name _____ Instructor/Tutor: _____

Tool #1: Individual Learner in a Group Setting Rubric

Number of Steps Progressed (Example)

Learner: _____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date: Oct 5/07	Date: Dec 3/07	Date: March 5/08	Date: June 12/08	
Reading	1	2	3	4	3
Writing	1	1	1	1	0
Numeracy	2	3	3	3	1
Computer Literacy	3	4	4	4	1
Discussion Skills	1	2	3	4	3
Group Participation	3	4	4	4	1

Tool #1: Individual Learner in a Group Setting Rubric

Number of Steps Progressed

Learner: _____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date:_____	Date:_____	Date:_____	Date:_____	
Reading					
Writing					
Numeracy					
Computer Literacy					
Discussion Skills					
Group Participation					

Tool #1: Group Totals for Tool #1 (Example)

Skill	Reading		Writing		Numeracy		Computer Literacy		Discussion Skills		Group Participation		Other Indicator
Name	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	Participated in Self-Evaluation
Jen	3	4	0	1	1	3	4	1	4	3	4	1	
Sue	1	3	0	2	2	3	2	0	2	3	1	2	
George	2	4	2	3	0	2	5	3	4	4	2	3	
Haddie	3	3	2	3	1	3	1	2	3	3	4	1	
Les	1	2	1	2	2	4	1	1	3	1	3	0	
Average for Group **	2	3.2	1	2.2	1.2	3	2.6	1.4	3.2	2.8	2.8	1.4	4/5 or 80%

* These could be: setting goals, identifying barriers, participating in self-evaluation, or any other indicator that is important to you.

** To get a group average add all the numbers together and divide by the number of learners.

Tool #1: Group Totals for Tool #1

Skill	Reading		Writing		Numeracy		Computer Literacy		Discussion Skills		Group Participation		Other Indicator
Name	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	# Steps Progressed	Highest Step Reached	Participated in Self-Evaluation
Average for Group **													

* These could be: setting goals, identifying barriers, participating in self-evaluation, or any other indicator that is important to you.

** To get a group average add all the numbers together and divide by the number of learners.

Tool #2: Emerging Peer Tutor in a Group Setting Rubric

Student's Name: _____

	Non-participation	Thinking about learning	Engaging	Modeling	Mentoring/encouraging	Leading
Reading	I don't usually participate in reading activities (but may read books or newspapers by myself).	I ask for things to read,. Sometimes I will suggests books to others.	Enjoys reading out loud and discussing books in groups.	Consciously models while reading out loud; Reads in a way that helps other learners; asks questions about the reading.	Co-reads with another participant and helps him/her to practice reading.	Applies techniques to teach reading.
Writing	I don't like to write in front of the group. I sometimes take handouts home to do later.	I write on my own. Sometimes I participate in writing activities.	I like doing group writing activities. Sometimes I write for the group (e.g. stories in newsletter, takes minutes).	I share my writing in the group.	Acts as a scribe; Gives feedback on others' writing.	Applies techniques to teach writing.
Practical and Creative Activities (eg. Crafts, Cooking, Healing, Maintaining Facilities)	I don't really do a lot of the hands on activities. Only sometimes do I get interested in practical activities.	I volunteer to read out loud so that others will try. I also ask questions about the reading so that we can have a discussion.	I co-read with other group members who are having trouble. I help other participants to practice reading.	Demonstrates activities.	Works with individual learners to help them do activities.	Teaches others in group. Thinks about how to present and organize steps in activities so that others can learn.
Group Participation and Facilitation	I tend not to join in group activities.	I like the hands on and creative activities that we do in the learning group.	I help to organize writing activities and ways to display our groups' writing. I try to help figure out what writing activities work for our participants.	Initiates discussion, makes suggestions, asks questions during meetings and group activities.	Consciously holds back so others can participate. Asks questions to encourage participation.	Chairs meetings or helps to plan and facilitate workshops, discussions or group activities.
Information-Sharing	I don't really think about sharing new information with this group.	I suggest information that would help other group members.	I share information informally.	Researches, collects and shares information in a more organized way.	Helps others to look for information.	Helps to run workshops; produce flyers, newsletter articles, "how-to" pieces, etc.
Risk-taking	I don't volunteer to try new activities.	I am interested but cautious about doing new things.	With encouragement, I will volunteer to try new things.	I am starting to enjoy new challenges and I don't worry as much about mistakes.	I show my enthusiasm for new activities so that others will join in.	I like to help figure out how we can get participants to try new activities in our learning group. I use humour, encouragement and support to help group members take risks with their learning.
Other skills or qualities that the peer leader wants to develop: (Numeracy, Computer, Public Speaking, Persistence, Goal-setting, etc)		I help to coordinate workshops or information sessions on topics that are important to our group or community.	I am aware of others' participation in the group. Someitmes, I hold back on purpose so others can speak. I ask questions to encourage participation.	I am learning to facilitate meetings and discussions. I help to plan and facilitate discussions, group activities and meetings.		

Tool #2: Emerging Peer Tutor in a Group Setting Rubric

Number of Steps Progressed (Example)

Peer Tutor: Example_____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date: Sept 1/07	Date: Dec 1/07	Date: March 1/08	Date: June 1/08	
Reading	1	2	3	4	3
Writing	1	1	1	1	0
Practical and Creative	2	3	3	3	1
Group Participation	3	4	4	4	1
Information Sharing	1	2	3	4	3
Risk-taking	2	2	3	4	3
Other					

Tool #2: Emerging Peer Tutor in a Group Setting Rubric

Number of Steps Progressed

Peer Tutor: _____ Instructor/ Tutor: _____

					Number of Steps Progressed
	Date:_____	Date:_____	Date:_____	Date:_____	
Reading					
Writing					
Practical and Creative					
Group Participation					
Information Sharing					
Risk-taking					
Other					

Tool #3: The Group Process Rubric (Example)

Sheet Number: _____

Date: _____ Number of Participants: 20

Number of learners who.....	0 None 0%	1 A FEW 1-25%	2 Quite a FEW 26-50%	3 Many 51-75%	4 Majority 76-100%	
Appeared comfortable or commented on safe atmosphere of group			x			
Showed clear interest in learning today			x			
Participated in literacy activities that they thought of themselves or were planned by the instructor				x		
Showed interest in handouts by using them in class or taking them home		x				
Tried new skills or activities				x	x	
Gave each other support						
Asked for one on one assistance to increase learning			x			
Total Score (add across, score out of possible 28)		1	6	6	4	17/28

Tool #3: Bonus Points (Example)

Did anyone in the group...	Points	Total
Show leadership or ownership of program	Number of contributions ___3___ x 2 points =	6
Handle conflict/crisis? What RESOLVE * steps did the group or individual take?	Number of steps taken ___1___ x 1 point =	1
Make positive suggestions to improve the group's experience or enhance the group's purpose	Number of suggestions ___0___ x 1 point =	0
Other category important to your group		
Bonus Points Total		7

Grand Total: Total Score + Bonus Points: _____17_____ + _____7_____ = _____24_____

Log Notes:

How did we do on the Group Process Sheet today?

1. We are thriving in...

2. We could work on...

3. Something that's not getting attention...

4. We will take action toward...

_____

* The RESOLVE approach and explanation is included at the end of this section.

Annual Scoring Grid

Baseline score: _____

Score after three months: _____

Score after six months: _____

Score after nine months: _____

Tool #3: The Group Process Rubric

Sheet Number: _____

Date: _____ Number of Participants: _____

Number of learners who.....	0 None 0%	1 A FEW 1-25%	2 Quite a FEW 26-50%	3 Many 51-75%	4 Majority 76-100%	
Appeared comfortable or commented on safe atmosphere of group						
Showed clear interest in learning today						
Participated in literacy activities that they thought of themselves or were planned by the instructor						
Showed interest in handouts by using them in class or taking them home						
Tried new skills or activities						
Gave each other support						
Asked for one on one assistance to increase learning						
Total Score (add across, score out of possible 28)						28

Tool #3: Bonus Points

Did anyone in the group...	Points	Total
Show leadership or ownership of program	Number of contributions _____ x 2 points =	
Handle conflict/crisis? What RESOLVE * steps did the group or individual take?	Number of steps taken _____ x 1 point =	
Make positive suggestions to improve the group's experience or enhance the group's purpose	Number of suggestions _____ x 1 point =	
Other category important to your group		
Bonus Points Total		

Grand Total: Total Score + Bonus Points: _____ + _____ = _____

Log Notes:

How did we do on the Group Process Sheet today?

1. We are thriving in...

2. We could work on...

3. Something that's not getting attention...

4. We will take action toward...

_____

* The RESOLVE approach and explanation is included at the end of this section.

Annual Scoring Grid

Baseline score: _____

Score after three months: _____

Score after six months: _____

Score after nine months: _____

Adult Goal Progress Chart Monitoring Tool

Four Component Family Literacy Model in the Fraser Valley

- **Tool #1**: Adult Goal Progress Chart

  The Adult Goal Progress Chart creates opportunities for reflection and understanding. Many learners set goals for themselves that are not manageable within a program's mandate. Many learners set goals for themselves when they do not truly understand what will be required to accomplish them. Some learners are unaware of their own behaviors which cause them to actually sabotage their progress. In the creation of setting goals, immediately we open the door to many variables, inconsistencies in performance and major mid-goal changes. The goal progress chart is a tool which can be used to effectively dialogue with learners about this process. It cannot change what a learner does but it can help them have greater clarity and illuminate what supports are needed to create success.

- Tool #2: Data Collection for Adult Goal Progress Chart

  The data collection form:

  - monitors cumulative progress throughout the year
  - gives the instructor a very quick overview of the progress of the entire group
  - provides quantitative data for reporting purposes

Tool #1: Adult Goal Progress Chart (Example)

Name: _____

Long Term Personal Learning Goal	Level 1	Level 2	Level 3		Level 4		Level 5		Overall Completion
	Short Term Personal Learning Goal	Activity Plan	Successfully completed one or more of activities		Successfully completed two or more of activities		Successfully completed all activities and achieved their personal learning goal		
Participant has identified a long term personal learning goal	Participant has identified a short term personal learning goal	Participant has developed an activity plan for achieving one of their short term personal learning goals	Participant has successfully completed one or more of their identified activities needed to complete their short term personal learning goal.		Participant has successfully completed two or more of their identified activities needed to complete their short term personal learning goal.				
I want my children to grow up to be healthy and happy.	**#1 Learn how to cook nutritious meals.**	Description of Activities	Date activity was completed	Skills developed/applied during the completion of the activity	Date activity was completed	Skills developed/ applied during the completion of the activity	Date all activities completed	Skills developed/ applied during the completion of the activity	
	#2. Understand what makes a healthy diet.	Activity #1: Find healthy recipes that my kids and I would like.	Feb 2, 2007	Where to find cheap, good recipes How to read recipes					
	#3. Learn how to shop wisely.	Activity #2: Learn how to cook 3 new meals.					March 3, 2007	Purchasing food Following recipe directions	
		Activity #3: Take a grocery store tour to learn more about food.			Feb 27, 2007	How to read labels How to test the fruit freshness Where stores put their products and why			
		Activity #4: Attend one of the community kitchens at Family Place.					March 28, 2007	Where the community kitchen is Learn how to cut up and prepare a chicken	

What did you learn as you were doing this work? How will you use what you've learned?
When I first decided that I wanted to change how we ate so that we could be much healthier I thought it would be just cooking different food. But when I started talking to other people about what they like to cook and got their recipes I found out about their favorite foods, and what they liked to eat when they were kids and that what I thought was Chinese food was really American. So now when I think about supper I go to my journal and look at the recipes I've got and then I make a grocery list and then go to the store. Did you know that at the store they keep all the fresh stuff like fruit and milk and eggs on the outside and the inside, the shelves are for all the stuff that's dead, like canned beans and chips? So now I am amazed that I can cook better food by choosing stuff from the outside areas and spending money on that first

Tool #1: Adult Goal Progress Chart

Name: _____

Long Term Personal Learning Goal	Level 1	Level 2	Level 3		Level 4		Level 5		Overall Completion
	Short Term Personal Learning Goal	Activity Plan	Successfully completed one or more of activities		Successfully completed two or more of activities		Successfully completed all activities and achieved their personal learning goal		
Participant has identified a long term personal learning goal	Participant has identified a short term personal learning goal	Participant has developed an activity plan for achieving one of their short term personal learning goals	Participant has successfully completed one or more of their identified activities needed to complete their short term personal learning goal.		Participant has successfully completed two or more of their identified activities needed to complete their short term personal learning goal.				
		Description of Activities	Date activity was completed	Skills developed/applied during the completion of the activity	Date activity was completed	Skills developed/ applied during the completion of the activity	Date all activities completed	Skills developed/applied during the completion of the activity	
		Activity #1:							
		Activity #2:							
		Activity #3:							
		Activity #4:							

Reflection Area: What did you learn as you were doing this work? How will you use what you've learned? Anything else you want to say?

Tool #2: Data Collection Form for Adult Goal Progress Chart (Example)

Collection Date: March 15, 2007_____ *Collection Timeframe: Start ≤ Mid Term ≤ End ≤*

Number of participants enrolled in class: 12_____

Instructor (completing this form): Maybe Not_____

	# of participants completing this level	# of participants involved in collection	% success rate
	(a)	(b)	(a/b)
Identified long term personal learning goal	12	12	100%
Level 1: Identified short term personal learning goal	12		100%
Level 2: Developed an activity plan	12		100%
Level 3: Successfully completed one or more of the activities in the plan	10		85%
Level 4: Successfully completed two or more of the activities in the plan	8		75%
Level 5: Successfully completed all of the activities and achieved learning goal	6		50%

Conclusion			
Identified long term personal learning goal	12 out of 12 participants completed	or	100 %
Level 1: Identified short term personal learning goal	12 out of 12 participants completed		100 %
Level 2: Developed activity plan	12 out of 12 participants completed		100 %
Level 3: Successfully completed one or more of the activities in the plan	10 out of 12 participants completed		85 %
Level 4: Successfully completed two or more of the activities in the plan	8 out of 12 participants completed		75 %
Level 5: Successfully completed all of the activities and achieved learning goal	6 out of 12 participants completed		50 %

Tool #2: Data Collection Form for Adult Goal Progress Chart

Collection Date: _____ *Collection Timeframe: Start ≤ Mid Term ≤ End ≤*

Number of participants enrolled in class: _____

Instructor (completing this form): _____

	# of participants completing this level	# of participants involved in collection	% success rate
	(a)	(b)	(a/b)
Identified long term personal learning goal			
Level 1: Identified short term personal learning goal			
Level 2: Developed an activity plan			
Level 3: Successfully completed one or more of the activities in the plan			
Level 4: Successfully completed two or more of the activities in the plan			
Level 5: Successfully completed all of the activities and achieved learning goal			

Conclusion			
Identified long term personal learning goal	____ out of ____ participants completed	or	____ %
Level 1: Identified short term personal learning goal	____ out of ____ participants completed		____ %
Level 2: Developed activity plan	____ out of ____ participants completed		____ %
Level 3: Successfully completed one or more of the activities in the plan	____ out of ____ participants completed		____ %
Level 4: Successfully completed two or more of the activities in the plan	____ out of ____ participants completed		____ %
Level 5: Successfully completed all of the activities and achieved learning goal	____ out of ____ participants completed		____ %

Appendix E: Bibliography

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